

1971

A Comparison of Two Strategies of Instruction in Teaching Seventh Grade Social Studies and Related Study Skills.

Lilyan Lerlind Hanchey

Louisiana State University and Agricultural & Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation

Hanchey, Lilyan Lerlind, "A Comparison of Two Strategies of Instruction in Teaching Seventh Grade Social Studies and Related Study Skills." (1971). *LSU Historical Dissertations and Theses*. 1926.

https://digitalcommons.lsu.edu/gradschool_disstheses/1926

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Historical Dissertations and Theses by an authorized administrator of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

71-20,598

HANCHEY, Lilyan Lerlind, 1932-
A COMPARISON OF TWO STRATEGIES OF INSTRUCTION
IN TEACHING SEVENTH GRADE SOCIAL STUDIES AND
RELATED STUDY SKILLS.

The Louisiana State University and Agricultural
and Mechanical College, Ed.D., 1971
Education, general

University Microfilms, A XEROX Company, Ann Arbor, Michigan

A COMPARISON OF TWO STRATEGIES OF INSTRUCTION IN TEACHING
SEVENTH GRADE SOCIAL STUDIES AND RELATED STUDY SKILLS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Education

by
Lilyan Lerlind Hanchey
B.A., Louisiana Polytechnic Institute, 1953
M.Ed., Louisiana State University, 1961
January, 1971

ACKNOWLEDGMENTS

The writer wishes to express her special appreciation to Dr. Sam Adams for his constructive criticism and direction in his role as major professor. She is indebted to Dr. Alvin Bertrand, Dr. Doris Conway, Dr. Dennis Noah, Dr. Fred Smith, and Dr. Eric Thurston, members of her committee, for their guidance throughout this study.

Appreciation is also expressed to Mrs. Vera M. Foil, for her assistance and cooperation in typing the study.

And finally, the writer wishes to express her gratefulness to her parents, Lerlind and Glenn Hanchey, whose interest and inspiration were instrumental in the completion of this dissertation.

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
ABSTRACT	vii
 CHAPTER	
I. INTRODUCTION	1
The Problem	2
Background of the problem	2
Statement of the problem	3
Delimitations	4
Definitions of Terms	5
Achievement	5
Content areas	5
Junior high school	5
Secondary school	5
Study skills	6
Subject matter or content teacher	6
Language arts coordinator	6
Language arts-social studies block	6
Importance of the Study	6
Organization of the Study	10
II. REVIEW OF THE RELATED LITERATURE	11
Responsibility of the social studies teacher in teaching study skills	11
Earlier studies in teaching study skills in social studies	15
Limitations of early research studies	16
Recent studies relating to teaching study skills in the content areas	18
Present views about teaching study skills related to social studies	23
III. ADMINISTRATION OF THE EXPERIMENT	28
Sources of Data	28
Teaching of the Experimental and Control Groups	30

CHAPTER	PAGE
IV. ANALYSIS AND PRESENTATION OF DATA	33
V. SUMMARY AND CONCLUSIONS	49
BIBLIOGRAPHY.	54
VITA	60

LIST OF TABLES

TABLE		PAGE
I.	Pupil Distribution by Treatment, Race and Sex	29
II.	Summary of Means and Standard Errors in Raw Scores for Caucasians by Sex and Treatment on Social Studies Content	35
III.	Summary of Means and Standard Errors in Raw Scores for Negroes by Sex and Treatment on Social Studies Content	35
IV.	Summary of Means and Standard Errors in Raw Scores for Caucasians by Sex and Treatment on Social Studies Study Skills	36
V.	Summary of Means and Standard Errors in Raw Scores for Negroes by Sex and Treatment on Social Studies Study Skills	36
VI.	Summary of Means and Standard Errors in Raw Scores for Caucasians by Sex and Treatment on Dictionary Skills	37
VII.	Summary of Means and Standard Errors in Raw Scores for Negroes by Sex and Treatment on Dictionary Skills	37
VIII.	Summary of Means and Standard Errors in Raw Scores by Sex and Treatment on Social Studies Content	38
IX.	Summary of Means and Standard Errors in Raw Scores by Sex and Treatment on Social Studies Study Skills	38
X.	Summary of Means and Standard Errors in Raw Scores by Sex and Treatment on Dictionary Skills	39
XI.	Analysis of Covariance of Raw Scores for Caucasians on Social Studies Content	41

TABLE	PAGE
XII. Analysis of Covariance of Raw Scores for Negroes on Social Studies Content	41
XIII. Analysis of Covariance of Raw Scores for Caucasians on Social Studies Study Skills .	42
XIV. Analysis of Covariance of Raw Scores for Negroes on Social Studies Study Skills . . .	42
XV. Analysis of Covariance of Raw Scores for Caucasians on Dictionary Skills	44
XVI. Analysis of Covariance of Raw Scores for Negroes on Dictionary Skills	44
XVII. Summary of Analysis of Covariance of Raw Scores on Social Studies Content	46
XVIII. Summary of Analysis of Covariance of Raw Scores on Social Studies Study Skills . . .	46
XIX. Summary of Analysis of Covariance of Raw Scores on Dictionary Skills	47
XX. Summary of Critical Ratios by Sex on Social Studies Content, Social Studies Study Skills, and Dictionary Skills	47

ABSTRACT

The major purpose of this study was to investigate the effect of teaching the study skills through the content of the seventh grade social studies.

Seventh grade students from the seven predominantly Caucasian Caddo Parish junior high schools which had language arts coordinators formed the experimental group. The control group was composed of seventh grade students in the predominantly Caucasian Caddo Parish junior high schools which did not have language arts coordinators. All pupils in the seventh grade of these schools participated in the study during the first semester of the 1969-70 school session.

The pupils in the experimental classes were taught the functional use of the study skills in seventh grade social studies content. The language arts coordinator was available to help teachers in developing techniques useful in teaching the study skills in social studies content. Other than this special emphasis, teachers were allowed to follow their own individual plans for teaching social studies. The teachers of the students in the control classes continued to teach the social studies as they customarily had done. Teachers of both the experimental and control groups had an opportunity to receive any requested help from the supervisory

staff in planning lessons. The same textbooks and other teaching materials provided by the parish were available to all junior high schools.

The sub-tests of the Social Studies Test and the Dictionary sub-test of the Language Test of the Advanced Stanford Achievement Test, Forms W and X, were used to ascertain data used in the study. Form W was administered as a pretest and Form X as a post-test. The data for the experimental and control groups were analyzed considering scores by race, sex, and total groups, as to the effect on achievement on the three sub-tests.

To compensate for any possible initial differences in achievement between groups the data were analyzed using analysis of covariance. This made possible the adjustment of final test scores so as to eliminate any initial differences. The variances of these scores were analyzed and the F-test made to determine whether the adjusted final scores were significant. The five per cent level of significant was used to test the null hypotheses that the treatments were of equal effectiveness.

Significant differences favored the experimental group except for social studies content for Caucasians. Data in the study supported the following findings:

1. Pupils in the experimental group, who participated in a systematically planned program of study skills in the seventh grade social studies content directed by a language arts coordinator, achieved significantly higher in social studies content, social studies study skills, and dictionary skills than did those who were exposed to a less structured program.

2. Girls in the experimental group, who participated in a systematically planned program of study skills in the seventh grade social studies content directed by a language arts coordinator, achieved significantly higher in social studies content, social studies study skills, and dictionary skills than did girls who were exposed to a less structured program.

3. Boys in the experimental group, who participated in a systematically planned program of study skills in the seventh grade social studies content directed by a language arts coordinator, achieved significantly higher in social studies content, social studies study skills, and dictionary skills than did boys who were exposed to a less structured program.

4. Negroes in the experimental group, who participated in a systematically planned program of study skills in the seventh grade social studies content directed by a language arts coordinator, achieved significantly higher in

social studies content, social studies study skills, and dictionary skills than did Negroes who were exposed to a less structured program.

5. Caucasians in the experimental group, who participated in a systematically planned program of study skills in the seventh grade social studies content directed by a language arts coordinator, did not achieve significantly higher in social studies content than did pupils who were exposed to a less structured program. Caucasians in the experimental group, who participated in a systematically planned program of study skills in the seventh grade social studies content directed by a language arts coordinator, achieved significantly higher in social studies study skills and dictionary skills than did Caucasians in a less structured program.

CHAPTER I

INTRODUCTION

The social studies probably place more of a demand on reading than does any other discipline. Wesley¹ has indicated that reading is probably the only medium by which a student can share all of the experiences which man has had. Massey and Moore contend that "reading is the most widely used learning procedure for acquiring content at the secondary level."² Tinker and Bond³ have estimated that eighty to ninety per cent of the high school student's knowledge must be acquired through reading.

The National Council for the Social Studies reports that teaching the effective use of skills is one of the central purposes of a social studies program. For without it one would question whether students "can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate

¹Edgar Bruce Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1942), p. 557.

²Will J. Massey and Virginia D. Moore, Helping High School Students Read Better (New York: Holt, Rinehart and Winston, Inc., 1966), p. 50.

³Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957), p. 4.

goals of the social studies program."⁴

The social studies teacher, then, as any other content teacher, becomes a teacher of reading; and reading becomes a process or tool for learning rather than a subject with a content of its own. When a pupil uses skills as tools of learning, whether in school or out, he has acquired tools which may be used throughout his life.

In a publication of the Second World Congress on Reading at which reading was viewed as "a human right and a human problem," this statement was made:

The reading process has no boundaries. Through reading literate people can learn the thinking, not only of their own people, but that of other nations as well. Certainly reading is a process through which mankind can find universal understanding.⁵

I. THE PROBLEM

Background of the problem. This study was concerned with the effectiveness of teaching the study skills through the content of the seventh grade social studies. Students

⁴Helen McCracken Carpenter (ed.), Skill Development in Social Studies, The Thirty-Third Yearbook of the National Council for Social Studies (Washington, D.C.: National Education Association, 1963), p. 310.

⁵Ralph C. Staiger and Oliver Andressen (eds.), Reading: A Human Right and A Human Problem, Proceedings of the Second World Congress on Reading (Newark: International Reading Association, 1969), p. v.

from seven schools which had language arts coordinators, composed the population for the experimental group. The control group was composed of students from three schools without language arts coordinators.

The role of the language arts coordinator was that of coordinating the language arts-social studies program which was taught during one block of time. Most of the seventh grade teachers had had little or no training in teaching the study skills systematically. Many had never considered it their responsibility to teach these skills. The language arts coordinator helped the seventh grade teachers of social studies to use the social studies content as a framework for teaching the study skills related to this discipline. The intent of this approach was to provide for a better utilization of student time and to provide the student an opportunity to learn and apply the study skills related to social studies in a functional way.'

Students in all ten schools had (1) the same amount of time allocated to the teaching of the language arts and the social studies, (2) the same materials, (3) teachers with the same range of experience, and (4) equal opportunities for assistance from the supervisory staff.

Statement of the problem. This study was concerned with the following questions:

1. Was there a significant difference between the achievement of those seventh grade students in the experimental group, who had a language arts coordinator promoting a planned program of study skills in the social studies content, and those seventh grade students in the control group, who did not have a language arts coordinator, relative to social studies content, social studies study skills, and dictionary skills?

2. Was there a significant achievement difference in terms of the three areas described in "1" between

- a. girls in the experimental group and girls in the control group?
- b. boys in the experimental group and boys in the control group?
- c. Negro students in the experimental group and Negro students in the control group?
- d. Caucasian students in the experimental group and Caucasian students in the control group?

II. DELIMITATIONS

This study involved students in the seventh grade in Caddo Parish who attended one of the seven predominantly Caucasian junior high schools which had been assigned a language arts coordinator. The control group was derived by using the seventh grade students attending predominantly

Caucasian junior high schools which had not been assigned language arts coordinators.

Student achievement test scores of the experimental and control groups used in this study included the Social Studies Content, Social Studies Study Skills, and Dictionary Skills sub-tests of the Advanced Stanford Achievement Test, Forms W and X.⁶

III. DEFINITIONS OF TERMS

Achievement. Achievement in this study was defined as the final mean scores after allowances had been made for differences in initial mean scores.

Content areas. The content areas were those parts of the curriculum concerned with teaching subject matter other than Reading, Language Arts, or English.

Junior high school. The junior high school was an instructional organization of the school inclusive of grades seven through nine.

Secondary school. The secondary school was an instructional organization of the school inclusive of grades seven through twelve.

⁶Truman L. Kelley, et al., Stanford Achievement Test (New York: Harcourt, Brace and World, Inc., 1966).

Study skills. Nila Banton Smith defined reading study skills as "those that form an integral part of the reading process, but that are used especially when application of the content is desired."⁷ The definition suggested by Smith was used in this study.

Subject matter or content teacher. The teacher whose teaching assignment was to a particular discipline such as social studies, science, mathematics and the like was referred to as a subject matter or content teacher.

Language arts coordinator. A language arts coordinator was a teacher whose major responsibility was to coordinate the instructional program of the language arts-social studies block in the junior high school.

Language arts-social studies block. The language arts-social studies block of time was a two hour period designated for the teaching of language arts and social studies content with no specified amount of time allocated for either subject area.

IV. IMPORTANCE OF THE STUDY

Traditionally, the responsibility for the teaching of "reading" has been that of the elementary or language

⁷Nila Banton Smith, Reading Instruction For Today's Children (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 307.

arts teacher. Artley⁸ suggested that study demands special attention in the secondary instructional program as it is the student's primary concern during the six years of junior and senior high school. Herber commented further that "when guiding skills development, the teacher cannot assume students' prior competence with the skills."⁹ Black suggested that:

Social studies has held the dubious distinction for some years of being the most unpopular academic area in the secondary school. . . . The development of a program for teaching the reading skills in the social studies classroom offers an opportunity to help overcome this reputation, since the student who reads effectively and with purpose will be less likely to develop a distaste for what he reads.¹⁰

In a study of future secondary teachers at the University of Oregon conducted over an eight year period and representative of students from every type of secondary school throughout the United States, Marksheffel¹¹ found

⁸A. Sterl Artley, "Are There Any Real Differences Between Reading Instruction in the Elementary School and in the High School?" Current Issues in Reading, Proceedings of the Thirteenth Annual Convention (Newark: International Reading Association, 1969), p. 425.

⁹Harold L. Herber, "Reading Study Skills: Social Studies," Reading and Inquiry, Proceedings of the Tenth Annual Convention (Newark: International Reading Association, 1965), p. 94.

¹⁰Watt L. Black, "The Social Studies Teacher as a Teacher of Reading," Vistas in Reading, Proceedings of the Eleventh Annual Convention (Newark: International Reading Association, 1966), p. 575.

¹¹Ned D. Marksheffel, Better Reading in the Secondary School (New York: The Ronald Press Company, 1966), p. 172.

that most students were inefficient in the use of a textbook or in skills related to its use. From this study he concluded that:

(1) Fewer than five per cent of the students ever read the preface of their texts; (2) less than 10 per cent know either the author's name, or the name of the textbook; (3) about 2 per cent know both the author and the title of the textbook after using it for about three months; (4) approximately 90 per cent of the students read the assignments by beginning on the first page of the chapter and reading sequentially until they arrive at the last page; (5) from 60 to 70 per cent of the students never look at the charts, graphs, or tables; (6) 10 to 20 per cent look briefly at the charts, graphs, or tables but do not study them; (7) fewer than 15 per cent use a dictionary to check on pronunciation and meanings of words that they do not know unless they are told they will be tested on them; (8) less than half the students use a dictionary skillfully; (9) not one in a hundred who looks up a word in a dictionary refers to the etymology of the words; (10) about 95 per cent use context clues to derive meanings of the words; (11) not one in fifty knows to set purposes for reading; (12) 99 to 100 per cent feel that the way to improve their reading is to increase their speed.¹²

Herber believed that teachers can insure the transfer of study skills in social studies content and in so doing "this allows teachers to meet their responsibility not only of exposing their students to a body of knowledge, but also of equipping them with skills to enlarge this body of knowledge independently."¹³ Arthur I. Gates expressed a concern in reference to the nature and function of reading

¹² Ibid., p. 161.

¹³ Herber, op. cit., p. 95.

in the content areas. He said, "There is grave danger that the new emphasis on the content of these subjects will lead to a neglect of teaching and learning."¹⁴

In a recent survey of research on reading instruction Clymer¹⁵ concluded that the limited number of studies in reading in the content areas was among the ten most neglected areas of reading research. He stated:

A long-term controversy in the field of reading concerns the transferability of reading skills and the relationship of this problem to the teaching of reading in the content fields. Few studies are underway to delineate the specific reading problems met in the content fields. Fewer studies, yet, of how children can be helped to meet the reading problems of the content field are reported in the literature. A great deal of work is needed in this area before we will be able to provide the most effective kind of instruction in content field reading.¹⁶

Austin and Morrison¹⁷ in The First R identified ten problems contributing to unsuccessful reading programs. One of the areas cited was a need for "Teaching reading in the content areas." Among the recommendations made by Austin

¹⁴Arthur I. Gates, "The Nature and Function of Reading in the Content Area," New Frontiers in Reading, Proceedings of the Annual Conference on Reading (New York: Scholastic Magazine, Inc., 1960), p. 150.

¹⁵Theodore Clymer, "How Good is Research in Reading?" Current Issues in Reading, Proceedings of the Thirteenth Annual Convention (Newark: International Reading Association, 1969), p. 5.

¹⁶Ibid.

¹⁷Mary C. Austin and Coleman Morrison, The First R: The Harvard Report on Reading in the Elementary Schools (New York: The Macmillan Company, 1963), p. 211.

and Morrison as a result of their study was "That a carefully planned reading program be undertaken in the content areas which would include the teaching of specific reading and study skills unique to each area."¹⁸ There was much in the professional literature which suggested the need for systematic instruction in the study skills related to specific content areas such as the social studies.

V. ORGANIZATION OF THE STUDY

The remainder of this study is organized into four chapters.

Chapter II consists of a review of the related literature.

The administration of the experiment is described in Chapter III.

Chapter IV reports the analysis of the data.

The summary and conclusions drawn from this study are presented in Chapter V.

¹⁸ Ibid., p. 223.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter is confined to a review of references pertaining to (1) the responsibility of the social studies teacher in teaching study skills, (2) earlier studies on teaching study skills in social studies, (3) limitations of these early research studies, (4) recent studies relating to teaching study skills in the content areas, and (5) present views about teaching study skills related to social studies.

I. Responsibility of the Social Studies Teacher in Teaching Study Skills

The need for teaching those study skills unique to a particular discipline has been emphasized for several decades; yet evidence of such practices is lacking. Gray suggested one contributing factor to this inadequacy:

Wide reading has been common in school activities for a relatively short period of time. Prior to 1900 most school reading was more or less intensive, because of the prevailing aims of teaching and the limited amount of reading materials available.¹

¹William S. Gray, "Nature and Role of Wide Reading in the Content Fields," Improving Reading in Content Fields, Proceedings of the Annual Conference on Reading (Chicago: University of Chicago, 1946), p. 169.

The first extensive emphasis on reading in all areas of the curriculum was in the 1925 Report of the National Committee on Reading.² At that time most of the supporting data were derived from classroom experiments and observations. Ritter and Lofland reported as a result of their study (1924) that "reading can never be learned except in connection with some content, but the technique of interpreting one type of content is probably very different from that required in another."³ Jacobsen⁴ concluded from his study (1933) that it was not reasonable to provide reading instruction in one field and expect the ability to transfer to another content field. Further, he suggested that this procedure was inferior to presenting the skills in the content where it is to be used.

A second national committee on reading in its 1937 report continued the emphasis on the need for reading

²Committee on Reading, Report of the National Committee on Reading, Twenty-Fourth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago, 1925), p. 97.

³B. T. Ritter and W. T. Lofland, "The Relation Between Reading Ability Required in the Interpretation of Printed Matter Involving Reason," The Elementary School Journal, 25:546, March, 1924.

⁴Arthur E. Traxler, "What Does Research Suggest About Ways to Improve Reading Instruction?" Improving Reading in the Junior High School, Proceedings of Conference Held December 13-14, 1956, Bulletin 10 (Washington, D.C.: United States Printing Office, 1957, pp. 5-15.

instruction in the content areas. It stated:

The teacher of every curriculum field is recognized as a teacher of reading in the sense that it stimulates and directs the experiences of pupils and promotes increased efficiency in the various activities required The greatest opportunity for progress in teaching reading during the next decade is in an intelligent attack on reading problems that arise in the content fields.⁵

As indicated by the published proceedings, this committee placed the responsibility for the teaching of reading in the content areas on the teachers of reading, content teachers, and librarians. It adopted as its slogan "Every teacher a teacher of reading."⁶

During the next decade the consensus of reading specialists and curriculum specialists gave support to the concern for improvement in teaching selected reading skills in the content areas. According to Gray⁷ this need exceeded all others in a survey made at the close of the 1945 Annual Conference on Reading at the University of Chicago. Consequently the theme for the 1946 conference was "Improving Reading in the Content Fields." Cited as reasons for existing problems in the content fields were:

⁵The Teaching of Reading: A Second Report, Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago, 1937), pp. 19-20.

⁶Ibid., p. 151.

⁷Gray, op. cit., p. 111.

1. School curriculums have been greatly enriched during recent years and have been graded steadily upward, from the earliest grades on, in terms of intellectual demands made on pupils. . . .

2. Owing to the rapid increase in available aids to learning, the appropriate use of reading materials presents far more challenging problems than formerly. As long as learning activities were limited chiefly to the use of textbooks, the pattern of procedure in attacking a learning situation in the content fields was a relatively simple one. . . .

3. Reading problems in all curriculum fields are further complicated by the character of the pupil population that must be served.⁸

Yoakum called attention to the need for the content teacher to assume the responsibility for providing reading instruction in the content areas. He said:

The teacher in the curricular fields must assume the responsibility for adequate use of fundamental skills already learned and for the development of new and special skills required, and for general effectiveness of reading in his field.⁹

The social studies, as indicated by Leary and Gray, "are concerned with the largest, most comprehensive, and most complex of all phenomena with which the mind deals."¹⁰

⁸Ibid., pp. 1-2.

⁹Gerald A. Yoakum, "Essential Relationships Between Reading and the Subject Fields or Areas in the Curriculum," Journal of Educational Research, 38:468, February, 1945.

¹⁰Bernice E. Leary and William S. Gray, "Reading in the Content Fields," Reading in General Education (Washington, D.C.: American Council on Education, 1940), p. 165.

II. Earlier Studies on Teaching Study Skills in Social Studies

Young¹¹ summarized a series of studies and concluded that improvement in reading ability generally leads to improvement in social studies achievement. Leggitt¹² found that ninth grade students, who have been taught the use of reading study skills in social studies for an eighteen-week period, made significant improvement compared to those ninth grade students not receiving systematic instruction in the reading study skills using social studies content. In a study of eighth grade social studies of students receiving systematic instruction in study skills, Rudolph¹³ presented data indicating that these students made significant gains in reading comprehension, study skills, and social studies knowledge. Howell¹⁴ reported that both fast and slow readers in grades four through eight made significant progress

¹¹William E. Young, "Recent Research on Reading in the Social Studies," Education, 62:18-26, September, 1944.

¹²Dorothy Leggitt, "Measuring Progress in Working Skills in Ninth Grade Civics," School Review, 42:676-687, November, 1934.

¹³Kathleen Brady Rudolph, The Effect of Reading Instruction in Achievement in Eighth Grade Social Studies, Contributions to Education, Number 945 (New York: Bureau of Publications, Teachers College, Columbia University, 1949), p. 57.

¹⁴Wallace J. Howell, "Work-Study Skills of Children in Grades IV-VIII," The Elementary School Journal, 50:384-389, March, 1950.

in reading after receiving instruction in the use of references and the dictionary, in the interpretation of tables, charts, and graphs, and training in map reading. He recommended that the work-study skills be included in daily planning. The findings of the research prior to the last decade suggested that there was a close relationship between general reading abilities and specific reading abilities; but the automatic transfer of the general abilities to other specific content areas could not be assumed.^{15,16,17,18}

III. Limitations of Early Research Studies

One of the major problems in advocating the teaching of the study skills in the content has been a discrepancy in what study techniques to use and in means of differentiating those used with students of different abilities.^{19,20}

¹⁵Rudolph, op. cit., p. 18.

¹⁶A. Sterl Artley, "General and Specific Factors in Reading Comprehension," Journal of Experimental Education, 16:181-186, March, 1948.

¹⁷K. L. Husbands and J. Harlan Shores, "Measurement of Reading for Problem-Solving: A Critical Review of the Literature," Journal of Educational Research, 43:453-465, February, 1950.

¹⁸Leo C. Fay, "The Relationship Between Specific Reading Skills and Selected Areas of Sixth-Grade Achievement," Journal of Educational Research, 43:453-465, February, 1950.

¹⁹D. G. Danskin and C. W. Burnett, "Study Techniques of Those Superior Students," Personnel and Guidance Journal, 31:181-186, December, 1952.

²⁰Francis P. Robinson, Effective Reading (New York: Harper Brothers, 1962).

Laycock and Russell²¹ analyzed the manuals of study materials for a fourteen year period (1927-1941). Their examination of these materials revealed a lack of agreement on what study skills were most effective in teaching content material.

In addition, reading specialists had expressed concern regarding the volume and the quality of research which had been conducted in the content areas as it related to reading. Townsend²² indicated an increased interest in studies of the reading programs for junior high school, but felt they were too few to be easily classified. In a later survey she analyzed twenty studies on "applied reading" made in the late fifties and early sixties. She warned that "we certainly need to know what the status of our instruction in the content is, before we seek to improve it."²³ She noted that of the studies dealing with mathematics, social studies, and natural sciences, the smallest number of studies contributed were in the social studies. Summers in commenting that

²¹S. R. Laycock and D. H. Russell, "An Analysis of Thirty-Eight How to Study Manuals," The School Review, 49:370-379, May, 1941.

²²Agatha Townsend, "Reading in the Junior Grades," The Reading Teacher, 15:369, March, 1961.

²³Agatha Townsend, "Applied Reading--A Bibliography," The Reading Teacher, 16:191, December, 1962.

"the status of research in general in secondary reading has been examined by a number of authors" concluded that:

The fragmentary nature of research, inconclusive results of studies, lack of coordination and poor control of studies have all been underscored by the foregoing authors (Harris, Strang, and Schneyer). . . . Few completely satisfactory programs which adequately emphasize teaching of reading in subject areas in the junior high school have been reported.²⁴

Berg and Rentel²⁵ found that many journal materials recently published were based on opinions rather than research.

IV. Recent Studies Relating to Teaching Study Skills in the Content Areas

The events of the past decade have caused attention to be directed to the study skills for all types of students. Robinson found the study habits of Phi Beta Kappas to be quite inefficient. He stated:

Superior students in high school are typically inefficient in study methods; they have kept ahead of others through brilliance of intellect. College work will offer them particular difficulties because of greater demands and competition and because of many distractions for poorly controlled individuals. Furthermore, superior students are interested in making outstanding records of achievement and discovery and not simply in excelling others; this demands that they learn research-designed higher-level study skills.²⁶

²⁴Edward G. Summers, "Review of Recent Research in Content Subjects at the Junior High School Level," Improvement in Reading Through Classroom Practice, Proceedings of the Eighth Annual Convention (Newark: International Reading Association, 1964), p. 38.

²⁵Berg and Rentel, op. cit., pp. 343-346.

²⁶Francis P. Robinson, "Study Skills for Superior Students in the Secondary School," The Reading Teacher, 15:33, September, 1961.

Walberg²⁷ found the sex differences quite revealing in studying the reading and study habits of high school physics students. In the total group he found that most of the students kept up with "at least some of their subjects," yet when the boys were considered as a separate group this was not true. The boys had a tendency to rate their study skills and habits lower than did the girls and had more difficulty in concentrating on their studying. Walberg found the results of his study disturbing:

Notwithstanding the high mental ability and educational aspirations of students in physics . . . less than half keep up with their school work, seventy-five percent have difficulty concentrating on their studies, and more than half plan their studies carefully: "sometimes" or "never."²⁸

He concluded that improvement in their study habits was needed by the elite students who take physics.

Novall and Ceravolo analyzed eight studies and found several general trends. One of the most significant was that "carefully programed, systematic presentations of skills by a teacher will affect behavior. Students will learn a skill if the teachers will present it through a well planned

²⁷Herbert J. Walberg, "Reading and Study Habits of High School Physics Students," The Journal of Reading, 11:386, February, 1968.

²⁸Ibid., p. 387.

program."²⁹ Dewey and Leach³⁰ conducted one of the eight studies. They were concerned with the skills needed in reading maps, charts, and graphs, since these appeared to be taught infrequently. One group of their subjects included seventh grade students in the high achieving group, while the other included remedial students in grades nine through twelve. Their findings indicated a significant gain in the experimental group, who had a planned program in study skills. The control group made almost no improvement.

Schiller³¹ found that "no empirical data are available on the effects of the functional use of work-study skills" on the mastery of social studies materials. She studied the effects of the functional use of certain skills in seventh grade social studies on 288 pupils for fourteen weeks. The skills considered were the selection and the comprehension of the data presented in graphs, charts, and tables. She concluded that the achievement of the experimental group was significantly greater on the skills

²⁹Mabel S. Novall and Geraldine C. Ceravolo, "Selected Studies in Spelling, Learning, and Reading," Journal of Education, 146:15, April, 1964.

³⁰Ibid., p. 14.

³¹Sister Mary Philomene Schiller, "The Effects of the Functional Use of Certain Skills in Seventh-Grade Social Studies," The Journal of Educational Research, 57:201, December, 1963.

considered than was that of the control group.³²

Zepp³³ was concerned with a study to (1) identify the basic reading-study skills needing emphasis in seventh and eighth grade English, History, Geography, and Science, (2) help teachers discover ways to develop these skills in the content areas and (3) develop a functional program for a curriculum coordinator to work with junior high school teachers in developing these skills in regular classes. Based on the change in decile rank, Zepp concluded that the skills needing most emphasis in the content classes were: pronunciation skills, word meaning skills, basic locational skills, using reference and non-reference books, and locating materials in the library.

One of the largest studies designed to determine the value in teaching reading through seventh grade social studies was that coordinated by Herber.^{34,35} The project

³²Ibid., p. 203.

³³George Daniel Zepp, "The Improvement of Reading and Reading-Study Skills in Grades Seven and Eight Through English, History, Geography, and Science," Dissertation Abstracts, 26:218, July 1965.

³⁴Harold L. Herber, "An Experiment in Teaching Reading Through Social Studies Content," Changing Concepts of Reading Instruction, Proceedings of the Annual Conference on Reading (New York: Scholastic Magazine, Inc., 1961), pp. 122-124.

³⁵Harold L. Herber, "Developing Reading Skills Demanded by Content Subjects," Developing High School Reading Programs (Newark: International Reading Association, 1967), pp. 99-102.

was sponsored by Syracuse University and funded by the United States Office of Education.³⁶ It involved 2,000 seventh grade students in five junior high schools in New York. Herber attempted through the development of in-service materials³⁷ to clarify the content teacher's perception of his responsibility as "a teacher of reading . . . to show him how he can teach reading of his content materials, rather than suggesting that he is to teach reading in his subject area."³⁸ Herber suggested that the teaching of those skills needed to comprehend social studies material can produce good results. A random sampling of the students after five months of the study indicated that all achievement levels benefited from the program.

Chase and Wilson³⁹ reported the results of a study in which students in twenty classrooms participated. In ten of the classes a majority of the students had indicated a preference for social studies to other subjects. In the

³⁶Project No. D-068, Contract No. OE-3-125.

³⁷Harold A. Vine, Teaching Reading in Secondary Schools (Syracuse: The Reading and Language Arts Center, Syracuse University, 1967).

³⁸Herber, op. cit., p. 100.

³⁹Linwood Chase and Gilmer M. Wilson, "Preference Studies in Elementary School Studies," Journal of Education, 140:26-27, April, 1958.

remaining ten classes no student in the class chose social studies as a first choice. Social studies was the first teaching preference made by all twenty teachers. Chase noted great differences in the instruction of the two groups of students. He concluded that there were five practices common to classrooms where pupils preferred social studies that were not common in the classes of pupils who did not prefer social studies. Among the five practices was "special attention given to the development of study and research skills."⁴⁰

A survey of the present literature would tend to support the statement made by Rudolph twenty years ago: "To provide guidance in the types of reading required by his subject is the responsibility of each teacher in the content fields."⁴¹

V. Present Views About Teaching Study Skills Related to Social Studies

Courtney declared that "if we accept study as a process of acquiring by one's efforts knowledge of a subject, it is our primary responsibility to lead our students to independence or self independence in their learning."⁴²

⁴⁰Ibid., p. 27.

⁴¹Rudolph, op. cit., p. 1.

⁴²Brother Leonard Courtney, "Study Skills Needed in the English Classroom," Reading and Inquiry, Proceedings of the Tenth Annual Convention (Newark: International Reading Association, 1965), pp. 98-102.

Some guiding principles of learning and teaching have been suggested by several authorities^{43,44,45} as a basis for the social studies program. They emphasize the need for providing opportunities to apply the skills in many and varied situations and consequently to provide for a maximum transfer of learning. Strang⁴⁶ recommended that the content teacher, after determining what reading skills are necessary in his subject area, should next decide which skills need to be taught in his class. She proposed that "pupils are not learning how to learn, if they are not learning how to read in content fields."⁴⁷ Furthermore, she said, "specific reading skills will not automatically transfer from basal reading programs to special fields."⁴⁸

⁴³Helen McCracken Carpenter (ed.), Skill Development in Social Studies, Thirty-Third Yearbook of the National Council for the Social Studies (Washington, D.C.: National Education, 1963), pp. 310-327.

⁴⁴Courtney, loc. cit.

⁴⁵H. Alan Robinson, "Teaching Reading in the Content Areas: Some Basic Principles of Instruction," Developing High School Reading Programs (Newark: International Reading Association, 1967), pp. 95-98.

⁴⁶Ruth Strang, "Developing Reading Skills in the Content Areas," The High School Journal, 49:301, April, 1966.

⁴⁷Ibid.

⁴⁸Ibid.

Smith⁴⁹ gave considerable attention to the teaching of study skills. After analyzing secondary textbooks in social studies she presented some patterns which she believed helped to produce effective readers in social studies. These patterns related to pictures and maps, cause and effect, sequential events and dates, comparison, detailed statement of fact, and propaganda. Leading authorities^{50,51,52,53,54,55} have presented lists of skills which they suggest are related to social studies. Those skills on which there was general agreement are represented in the following list:

⁴⁹Nila B. Smith, "Patterns of Writing in Different Subject Areas," Journal of Reading, 8:97-100, November, 1964.

⁵⁰Robert Karlin, Teaching Reading in High School (New York: The Bobbs-Merrill Company, Inc., 1964), pp. 140-141.

⁵¹Alvin Krantz, "Teaching the Essential Reading Skills in Social Studies," Forging Ahead in Reading, Proceedings of the Twelfth Annual Convention (Newark: International Reading Association, 1968), pp. 223-228.

⁵²Carpenter, loc. cit.

⁵³Ralph C. Preston, J. Wesley Schneyer, and Franc J. Thyng, Guiding the Social Studies Reading of High School Students, National Council for the Social Studies, Bulletin 34 (Washington, D.C.: National Education Association, 1963), pp. 29-52.

⁵⁴Nila B. Smith, Reading Instruction For Today's Children (Englewood, Cliffs: Prentice Hall, Inc., 1963), pp. 305-352.

⁵⁵Strang, op. cit., pp. 301-306.

Organizational Skills

1. arranging in alphabetical order
2. interpreting diacritical marks, symbols, and abbreviations
3. using the Table of Contents
4. taking good notes
5. using the Index
6. verifying statements
7. developing a sense of sequence
8. using summarizing and outlining
9. synthesizing materials from several sources
10. organizing and reporting information

Library Skills

1. knowing the arrangement of the library
2. using the card catalogue
3. using the vertical files
4. using the dictionary and glossary
5. using the encyclopedia
6. using the atlas
7. using the Reader's Guide

Interpretation Skills

1. using pictures for information
2. interpreting graphs
3. interpreting diagrams
4. using time lines
5. interpreting maps⁵⁶

The general consensus of those suggesting specific skills related to social studies instruction was that provision must be made for the transfer of those skills to the content

⁵⁶Carl B. Smith, "Classroom Techniques For Correcting Specific Reading Problems," Correcting Reading Problems in the Classroom, Target Series Book Four (Newark: International Reading Association, 1969), pp. 45-46.

fields. Johnson at a 1963 Conference on Reading and Curriculum Development declared:

Whether or not every teacher should be a teacher of reading has been discussed for years as if there really were a question involved. Actually it is not a matter of deciding, but rather one of accepting a decision made for each teacher by the circumstances in which he finds himself. If as a teacher you see that a child is reading and needs instruction, regardless of the content of the reading material, you become a teacher of reading--or stop being a teacher. It is not a matter of choice. . . .

The time to teach a child to read is when he is reading. The materials to be used are those he is reading. . . . Learning the art of reading would take place in situations almost identical to those in which the art of reading is actually used. Only in school does one read reading. In the rest of life, one always reads a newspaper, a poem, a book about bee keeping, or directions for a do-it-yourself project--never reading.⁵⁷

⁵⁷ Marjorie Seddon Johnson, "Reading in the Major Content Areas," Reading and Curriculum Development, Proceedings of the Twentieth Annual Reading Institute at Temple University, January 21-25, 1963 (Philadelphia: Temple University, 1963), p. 34.

CHAPTER III

ADMINISTRATION OF THE EXPERIMENT

I. SOURCES OF DATA

The data for this study were derived from the raw scores of 2247 seventh grade students in Caddo Parish. The total school population of the ten predominantly Caucasian junior high schools was used. The class groups were formed by regular procedures for registration in the Caddo Parish School System. The data with regard to enrollment by school, sex, and race are presented in Table I.

The Advanced Stanford Achievement Test¹ was selected for use in securing data for this study since it appeared to be the best measure of the skills which seventh grade students in the schools of Caddo Parish were expected to use in the social studies content. Because the dictionary skills were considered a vital part of the program, the Dictionary sub-test of the Language section of the Advanced Stanford Achievement Test was used in addition to the Social Studies Content and Social Studies Study Skills sub-tests in ascertaining these data.

The Technical Supplement for the Stanford Achievement Test outlined the following test content:

¹Truman L. Kelley, et al. Technical Supplement for Stanford Achievement Test (New York: Harcourt, Brace and World, Inc., 1966), pp. 44-45.

TABLE I
PUPIL DISTRIBUTION BY TREATMENT, RACE AND SEX

GROUP	<u>CAUCASIAN</u>			<u>NEGRO</u>			<u>TOTAL</u>		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
EXPERIMENTAL									
School A			218			5			223
School B			269			15			284
School C			172			23			195
School D			163			17			180
School E			262			0			262
School F			368			4			372
School G			324			3			327
	<u>919</u>	<u>857</u>	<u>1776</u>	<u>32</u>	<u>35</u>	<u>67</u>	<u>951</u>	<u>892</u>	<u>1843</u>
CONTROL									
School H			103			37			140
School I			168			17			185
School J			64			15			79
	<u>167</u>	<u>168</u>	<u>335</u>	<u>33</u>	<u>36</u>	<u>69</u>	<u>200</u>	<u>204</u>	<u>404</u>
TOTALS	1086	1025	2111	65	71	136	1151	1096	2247

Social Studies Content: Economics, Industry, Geography, History, Civics, Government, Democracy, Vocation, Sociology, Social Organization, and Social Relationship.

Social Studies Study Skills: Reading and using information on double bar or line graph, Globe, Political Poster, Library Card, Bibliography, and Using References.

Dictionary Skills: Choice of a meaning, Interpreting a definition, Recognition of root word, Guide words, Accent mark, Part of speech, Spelling, Syllabication, and Pronunciation.

II. TEACHING OF THE EXPERIMENTAL AND CONTROL GROUPS

In each of the schools of experimental and control groups there were both experienced and inexperienced teachers. The teachers of the experimental classes were encouraged to teach and provide for the functional use of those study skills needed in learning seventh grade social studies. Included as part of the social studies curriculum was instruction in (1) the use of the dictionary, (2) the location of social studies information through the use of graphs, tables, charts, diagrams, and maps, (3) understanding vocabulary and vocabulary development skills unique to social studies content, and (4) setting purposes for reading different types of material. In addition to the actual instruction of basic reading study skills related to social studies content, provision was made for the application of these skills in social studies materials.

The language arts coordinator was available to help teachers in developing techniques useful in teaching the

study skills in social studies content. Other than this special emphasis, teachers were allowed to follow their own individual plans for teaching social studies. The teachers of the students in the control group continued to teach the social studies as they customarily had done. Teachers of both the experimental and control groups had an opportunity to receive any requested help from the supervisory staff in planning lessons. The same textbooks and other teaching materials provided by the parish were available to all junior high schools.

III. PROCEDURE FOLLOWED IN THE EXPERIMENT

During the second semester of the 1968-69 school session a weekly in-service training session was held for the teachers selected by principals to work as language arts coordinators. The purpose of these sessions was to train teachers to work in strategic positions during the 1969-70 school session. They were oriented to (1) interpreting standardized data, (2) determining the study skills needed in teaching different subjects, (3) becoming aware of different strategies for teaching different study skills, and (4) suggesting effective ways of getting seventh grade teachers to work cooperatively in developing study type material.

The Syracuse Program, Teaching Reading in the Secondary School,² was used as a basic guide for this

²Harold A. Vine, Teaching Reading in the Secondary Schools (Syracuse: Syracuse University, 1967).

training session. During the first semester of the 1969-70 school session this material was used as a framework for the coordinators in helping teachers of the experimental classes.

The Social Studies Content, the Social Studies Study Skills, and the Dictionary sub-tests of the Advanced Stanford Achievement Test, Form W, were administered to the seventh graders during the second and third weeks of the first semester of the 1969-70 school session. The tests were administered by the language arts coordinators in each of the schools making up the experimental group. The Supervisor of Reading for Caddo Parish administered the tests to students in the control group.

During the second and third weeks of January, 1970, all of the students participating in the study were given the same sub-tests as those administered for the pre-test. Form X of the Advanced Stanford Achievement Test was administered at that time. The order of the pre-test and post-test schedule was controlled so that the same amount of teaching time was allotted all schools. No more than two weeks elapsed between the first and last school testing periods. The schools in the experimental group were designated as Schools A, B, C, D, E, F, and G; the control group was made up of Schools H, I, and J.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of Chapter IV is to report and analyze the data pertinent to the original hypothesis. The procedure used to analyze the data collected was the analysis of covariance with pre-test achievement as the co-variable. This made possible the adjustment of final test scores so as to eliminate any initial differences in achievement. The variances of these scores were analyzed and the F-test applied to determine whether the differences between means were significant. The F-test of significance is a ratio between the adjusted mean square for "between groups" and the adjusted mean square for "within groups." The latter is referred to as the "error term" in Tables XI through XIX. The term "treatment" is used in these tables to designate "between groups."

Analysis of covariance was computed for each of the sub-tests of the Social Studies Test and the Dictionary sub-test of the Language Test on the Advanced Stanford Achievement Test. The adjusted mean and standard error of difference of the experimental and control groups were computed by race, sex, and total groups.

The number of pupils, mean, and standard error of difference for social studies content for Caucasians are

reported in Table II. These data are presented for the experimental and control groups and the total group by female, male, and total group. With the exception of the females the means of the control group exceed that of the experimental group.

Tables III through X report data for Caucasians and Negroes on social studies content, social studies study skills, and dictionary skills by female, male, and total group. These tables represent the means and standard errors of difference of the experimental control groups separated by sex. Means and standard errors of difference are computed for the social studies content, social studies study skills, and dictionary sub-tests. It was noted that in all cases the mean of the experimental group is higher than the comparable control group.

The covariance analyses are presented in Tables XI through XIX. The term "source" is used to identify the three means of analyzing variation. The "between groups" represent the amount of variation resulting from mean differences between the separate groups; the "within groups" represent the amount of variance found when the variance of the separate groups is summed. The "total" represents the amount of variance present when the separate groups are considered as one group.

The degrees of freedom, sums of squares, and mean squares have been adjusted in terms of the control variables.

TABLE II

SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES FOR CAUCASIANS BY SEX AND TREATMENT
ON SOCIAL STUDIES CONTENT

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	168	21.91	.40	857	22.46	.07	1025	22.19	.22
Male	167	22.58	.40	919	22.41	.17	1086	22.50	.22
Total	335	22.24	.29	1776	22.44	.12	2111	22.34	.16

TABLE III

SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES FOR NEGROES BY SEX AND TREATMENT
ON SOCIAL STUDIES CONTENT

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	36	15.50	.80	35	18.95	1.01	71	17.22	.62
Male	33	15.17	.85	32	16.96	.90	65	16.07	.61
Total	69	15.33	.59	67	17.96	.74	136	16.65	.46

TABLE IV
SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES FOR CAUCASIANS BY SEX AND TREATMENT
ON SOCIAL STUDIES STUDY SKILLS

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	168	19.24	.39	857	20.11	.17	1025	19.68	.21
Male	167	19.33	.39	919	19.74	.16	1086	19.54	.21
Total	335	19.26	.28	1776	19.93	.12	2111	19.61	.15

TABLE V
SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES FOR NEGROES BY SEX AND TREATMENT
ON SOCIAL STUDIES STUDY SKILLS

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	36	11.65	.73	35	15.10	.95	71	13.38	.60
Male	33	11.40	.81	32	14.46	.87	65	12.93	.59
Total	69	11.53	.56	67	14.78	.70	136	13.16	.45

TABLE VI

SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES FOR CAUCASIANS BY SEX AND TREATMENT
ON DICTIONARY SKILLS

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	168	13.86	.27	857	14.74	.11	1025	14.30	.15
Male	167	13.13	.27	919	13.94	.11	1086	13.54	.14
Total	335	13.49	.19	1776	14.34	.08	2111	13.92	.11

TABLE VII

SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES FOR NEGROES BY SEX AND TREATMENT
ON DICTIONARY SKILLS

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	36	9.74	.53	35	11.84	.69	71	10.79	.43
Male	33	8.05	.60	32	9.60	.63	65	8.83	.43
Total	69	8.90	.41	67	10.72	.51	136	9.81	.32

TABLE VIII
SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES BY SEX AND TREATMENT ON SOCIAL
STUDIES CONTENT

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	204	20.87	.44	892	22.13	.39	1096	13.81	.21
Male	200	21.05	.45	951	21.62	.40	1151	12.56	.22
Total	404	20.96	.34	1843	21.87	.31	2247	13.19	.16

TABLE IX
SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES BY SEX AND TREATMENT ON SOCIAL
STUDIES STUDY SKILLS

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	204	17.35	.43	892	19.35	.38	1096	18.35	.31
Male	200	17.45	.44	951	18.87	.39	1151	18.16	.32
Total	404	17.40	.33	1843	19.11	.30	2247	18.25	.23

TABLE X
SUMMARY OF MEANS AND STANDARD ERRORS IN RAW
SCORES BY SEX AND TREATMENT ON
DICTIONARY SKILLS

SEX	CONTROL			EXPERIMENTAL			TOTAL		
	N	M	SE	N	M	SE	N	M	SE
Female	204	13.16	.29	892	14.46	.26	1096	13.81	.21
Male	200	11.96	.30	951	13.16	.26	1151	12.56	.22
Total	404	12.56	.23	1843	13.81	.21	2247	13.19	.16

Table XI is an analysis of covariance using the raw scores of Caucasians obtained from the Social Studies Content subtest. The total degrees of freedom used in this table is equal to the number of Caucasian subjects less one. The between group degrees of freedom are equal to the number of groups less one. The within groups degrees of freedom was obtained by subtracting the number of groups from the number of subjects.

The between mean squares was obtained by dividing the between sum of squares by the between degrees of freedom. The within mean square was computed by dividing the within sum of squares by the within degrees of freedom.

The between mean square, or the treatment, was divided by the within mean square, or the error, to obtain the value of F . The between and within degrees of freedom were used in determining whether the F value was considered to be statistically significant. At the point of intersection a 254.32 value was found. The obtained F -ratio of 0.388 was not found to be significant at the .05 level of significance and the null hypothesis that there existed no significant difference between the achievement performance of the experimental and control groups of Caucasians in social studies content was accepted.

Presented in Table XII are the data for Negroes on social studies content. The total degrees of freedom used in this table is equal to the number of Negro subjects less

TABLE XI
ANALYSIS OF COVARIANCE OF RAW SCORES FOR
CAUCASIANS ON SOCIAL STUDIES CONTENT

SOURCE	df	Sum of Squares	Mean Squares	F
Total	2110			
Treatment	1	9.44	9.44	0.388
Error	2109	51318.91	24.33	

TABLE XII
ANALYSIS OF COVARIANCE OF RAW SCORES FOR
NEGROES ON SOCIAL STUDIES CONTENT

SOURCE	df	Sum of Squares	Mean Squares	F
Total	135			
Treatment	1	141.43	141.43	7.838**
Error	134	2416.80	18.04	

** Significant at the .01 level.

TABLE XIII
ANALYSIS OF COVARIANCE OF RAW SCORES FOR CAUCASIANS
ON SOCIAL STUDIES STUDY SKILLS

SOURCE	df	Sums of Squares	Mean Squares	F
Total	2110			
Treatment	1	100.91	100.91	4.343*
Error	2109	48997.71	23.23	

*Significant at the .05 level.

TABLE XIV
ANALYSIS OF COVARIANCE OF RAW SCORES FOR NEGROES
ON SOCIAL STUDIES STUDY SKILLS

SOURCE	df	Sums of Squares	Mean Squares	F
Total	135			
Treatment	1	240.31	240.31	14.305**
Error	134	2246.85	16.77	

**Significant at the .01 level.

one. The between group's degrees of freedom are equal to the number of groups less one. The within group's degrees of freedom was obtained by subtracting the number of groups from the number of subjects.

The between mean squares was obtained by dividing the between sum of squares by the between degrees of freedom. The within mean square was computed by dividing the within sum of squares by the within degrees of freedom.

The between mean square was divided by the within mean square to obtain the value of F . At the point of intersection a 7.84 value was found. The obtained F -ratio of 7.26 exceeded the .05 level of significance of 3.92. The null hypothesis that there existed no significant difference between achievement performance of the experimental and control groups of Negroes in social studies content was rejected.

Presented in Table XIII are the data for Caucasians on social studies study skills. Since the " F " table entry at the .05 level of significance was 3.84 and the obtained F -ratio was 4.32, the null hypothesis was rejected.

Presented in Table XIV are the data for Negroes on social studies study skills. Since the " F " table entry at the .05 level of significance was 3.92 and the obtained F -ratio was 13.16, the null hypothesis was rejected.

Presented in Table XV are the data for Caucasians on dictionary skills. Since the " F " table entry at the .05 level of significance was 3.84 and the obtained F -ratio was

TABLE XV
ANALYSIS OF COVARIANCE OF RAW SCORES FOR
CAUCASIANS ON DICTIONARY SKILLS

SOURCE	df	Sums of Squares	Mean Squares	F
Total	2110			
Treatment	1	174.01	174.01	16.128**
Error	2109	22757.22	10.79	

**Significant at the .01 level.

TABLE XVI
ANALYSIS OF COVARIANCE OF RAW SCORES FOR
NEGROES ON DICTIONARY SKILLS

SOURCE	df	Sums of Squares	Mean Squares	F
Total	135			
Treatment	1	71.30	71.30	8.112**
Error	134	1177.62	8.79	

**Significant at the .01 level.

16.04, the null hypothesis was rejected.

Presented in Table XVI are the data for Negroes on dictionary skills. The null hypothesis was rejected since the F-ratio of 7.51 exceeded the .05 level of 3.84.

Presented in Table XVII are the data for the total group on social studies content skills. Since the "F" table entry at the .05 level of significance was 3.84 and the obtained F-ratio was 3.99, the null hypothesis was rejected.

Presented in Table XVIII are the data for the total group on social studies study skills. Since the "F" table entry at the .05 level was 3.84 and the obtained F-ratio was 14.80, the null hypothesis was rejected.

Presented in Table XIX are the data for the total group on dictionary skills. Since the "F" table entry at the .05 level of significance was 3.84 and the obtained F-ratio was 16.78, the null hypothesis was rejected. A further analysis of the data indicated that the females in the experimental group scored significantly higher than did the females in the control group on dictionary skills. Males in the experimental group tended to score significantly higher than did males in the control group on dictionary skills.

Presented in Table XX are the data obtained from testing the null hypothesis that no significant difference existed in the means of the variables of social studies content, social studies study skills, and dictionary skills when

TABLE XVII
SUMMARY OF ANALYSIS OF COVARIANCE OF RAW SCORES
ON SOCIAL STUDIES CONTENT

SOURCE	df	Sums of Squares	Mean Squares	F
Total	2246			
Treatment	1	96.43	96.43	3.985*
Error	2246	53983.49	53983.49	

*Significant at the .05 level.

TABLE XVIII
SUMMARY OF ANALYSIS OF COVARIANCE OF RAW SCORES
ON SOCIAL STUDIES STUDY SKILLS

SOURCE	df	Sums of Squares	Mean Squares	F
Total	2246			
Treatment	1	342.07	342.07	14.804**
Error	2245	51533.07	23.11	

**Significant at the .01 level.

TABLE XIX
SUMMARY OF ANALYSIS OF COVARIANCE OF RAW SCORES
ON DICTIONARY SKILLS

SOURCE	df	Sums of Squares	Mean Squares	F
Total	2246			
Treatment		180.51	180.51	16.783**
Error	2245	23995.37	10.76	

**Significant at the .01 level.

TABLE XX
SUMMARY OF CRITICAL RATIOS BY SEX ON SOCIAL STUDIES CONTENT,
SOCIAL STUDIES STUDY SKILLS, AND DICTIONARY SKILLS

Sex	Social Studies Content	Social Studies Study Skills	Dictionary Skills
Female	37.95**	45.78**	18.57**
Male	16.48**	50.90**	16.64**

**Significant at the .01 level of significance.

(1) females in the experimental group are compared to females in the control group and (2) males in the experimental group are compared to males in the control group. The "t" test was used to test for significance of differences in the mean scores. The five per cent level of significance was used to test null hypotheses. Since all of the critical ratios exceeded the 1.96 figure at the .05 level of significance, all of the null hypotheses were rejected.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to investigate the effects of teaching the study skills through the content of the seventh grade social studies. Students in the experimental group attended predominantly Caucasian junior high schools. A language arts coordinator who encouraged the teaching of the study skills in the seventh grade social studies content was assigned to each of the seven schools making up the experimental group. Those pupils in the control group attended predominantly Caucasian junior high schools, but were not assigned a language arts coordinator and no emphasis was placed on the teaching of the study skills in the social studies content.

All students in the ten schools had (1) the same amount of time allocated to the teaching of the language arts and the social studies, (2) the same materials, (3) teachers with the same range of experience, and (4) equal opportunities for assistance from the supervisory staff.

The Social Studies Content, the Social Studies Study Skills, and the Dictionary sub-tests of the Advanced Stanford

Achievement Test, Form W, were administered to the seventh graders in these schools during the second and third weeks of the first semester of the 1969-70 school session. Form X was administered as a post-test during the second and third weeks of January, 1970.

To compensate for any possible initial differences in achievement between groups the data were analyzed using analysis of covariance. An F-test was used to test for significance of differences in the means of achievement on the Social Studies Content, Social Studies Study Skills, and Dictionary Skills sub-tests.

II. CONCLUSIONS

From a consideration of the data the following conclusions were warranted:

1. The difference which existed between the achievement in social studies content of those seventh grade students in the experimental group and those in the control group was significant at the .05 level in favor of the experimental group.

2. The difference which existed between the achievement in social studies content of those seventh grade Caucasian students in the experimental group and those in the control group did not meet the test of significance at the .05 level.

3. The difference which existed between the achievement in social studies content of those seventh grade Negro students in the experimental and those in the control group was significant at the .01 level in favor of the experimental group.

4. The difference which existed between the achievement in social studies content of those seventh grade female students in the experimental and those in the control group was significant at the .01 level in favor of the experimental group.

5. The difference which existed between the achievement in social studies content of those seventh grade male students in the experimental and those in the control group was significant at the .01 level in favor of the experimental group.

6. The difference which existed between the achievement in social studies skills of those seventh grade students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

7. The difference which existed between the achievement in social studies study skills of those seventh grade Caucasian students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

8. The difference which existed between the achievement in social studies study skills of those seventh grade Negro students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

9. The difference which existed between the achievement in social studies study skills of those seventh grade female students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

10. The difference which existed between the achievement in social studies study skills of those seventh grade male students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

11. The difference which existed between the achievement in dictionary skills of those seventh grade students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

12. The difference which existed between the achievement in dictionary skills of those seventh grade Caucasian students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

13. The difference which existed between the achievement in dictionary skills of those seventh grade Negro students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

14. The difference which existed between the achievement in dictionary skills of those seventh grade female students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

15. The difference which existed between the achievement in dictionary skills of those seventh grade male students in the experimental group and those in the control group was significant at the .01 level in favor of the experimental group.

In summary, it may be said that seventh grade students who were taught the study skills in social studies content achieved significantly higher in social studies content, social studies study skills, and dictionary skills than did students taught social studies content without an emphasis on study skills.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Austin, Mary C. and Coleman Morrison. The First R, The Harvard Report on Reading in the Elementary Schools. New York: The Macmillan Company, 1963.
- Bond, Guy L. and Miles A. Tinker. Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century-Crofts, Inc., 1957.
- Herber, Harold L. "Developing Reading Skills Demanded by Content Subjects," Developing High School Reading Programs. Newark: International Reading Association, 1967.
- Karlin, Robert. Teaching Reading in High School. New York: The Bobbs-Merrill Company, Inc., 1964.
- Marksheffel, Ned D. Better Reading in the Secondary Schools. New York: The Ronald Press Company, 1966.
- Massey, Will J. and Virginia D. Moore. Helping High School Students Read Better. New York: Holt, Rinehart and Winston, Inc., 1966.
- Robinson, Francis P. Effective Reading. New York: Harper Brothers, 1962.
- Smith, Nila Banton. Reading Instruction For Today's Children. Englewood Cliffs: Prentice-Hall, Inc., 1963.
- Wesley, Edgar Bruce. Teaching the Social Studies. Boston: D. C. Heath and Company, 1942.

B. BOOKS: PARTS OF SERIES

- Rudolph, Kathleen Brady. The Effect of Reading Instruction in Achievement in Eighth Grade Social Studies, Contributions to Education, Number 945. New York: Bureau of Publications, Teachers College, Columbia University, 1949.

Smith, Carl B. "Classroom Techniques for Correcting Specific Reading Problems," Correcting Reading Problems in the Classroom. Target Series Book Four. Newark: International Reading Association, 1969.

C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES,
AND OTHER ORGANIZATIONS

Artley, A. Sterl. "Are There Any Real Differences Between Reading Instruction in the Elementary and in the High School?" Current Issues in Reading, pp. 419-430. Proceedings of the Thirteenth Annual Convention on Reading. Newark: International Reading Association, 1969.

Black, Watt L. "The Social Studies Teacher As A Teacher of Reading," Vistas in Reading, pp. 573-575. Proceedings of the Eleventh Annual Convention on Reading. Newark: International Reading Association, 1966.

Carpenter, Helen McCracken (ed.). Skill Development in Social Studies, pp. 310-327. Thirty-Third Yearbook of the National Council for Social Studies. Washington, D.C.: National Education Association, 1963.

Clymer, Theodore. "How Good Is Research in Reading?" Current Issues in Reading, pp. 2-9. Proceedings of the Thirteenth Annual Convention on Reading. Newark: International Reading Association, 1969.

Committee on Reading. Report of the National Committee on Reading, Twenty-Fourth Yearbook of the National Society For the Study of Education, Part I. Chicago: University of Chicago, 1925.

Courtney, Brother Leonard. "Study Skills Needed in the English Classrooms," Reading and Inquiry, pp. 98-102. Proceedings of the Tenth Annual Convention on Reading. Newark: International Reading Association, 1965.

Gates, Arthur I. "The Nature and Function of Reading in the Content Area," New Frontiers in Reading, pp. 149-153. Proceedings of the Annual Conference on Reading. New York: Scholastic Magazine, Inc., 1960.

Gray, William S. "Nature and Role of Wide Reading in the Content Fields," Improving Reading in Content Fields, 169-172. Proceedings of the Annual Conference on Reading. Chicago: University of Chicago, 1946.

- Herber, Harold L. "An Experiment in Teaching Reading Through Social Studies Content," Changing Concepts of Reading Instruction, pp. 68-71. Proceedings of the Annual Conference on Reading. New York: Scholastic Magazine, Inc., 1961.
- Herber, Harold L. "Reading Study Skills: Social Studies," Reading and Inquiry, pp. 94-96. Proceedings of the Tenth Annual Convention on Reading. Newark: International Reading Association, 1965.
- Johnson, Marjorie Seddon Johnson, "Reading in the Major Content Areas," Reading and Curriculum Development. Proceedings of the Twentieth Annual Reading Institute at Temple University, January 21-25, 1963. Philadelphia: Temple University, 1963.
- Kelley, Truman and et al. Technical Supplement for Stanford Achievement Test, pp. 44-45. Harcourt, Brace and World, Inc., 1966.
- Krantz, Alvin. "Teaching the Essential Reading Skills in Social Studies," Forging Ahead in Reading, pp. 223-228. Proceedings of the Twelfth Annual Convention. Newark: International Reading Association, 1968.
- Preston, Ralph C., J. Wesley Schneyer, and Franc J. Thyng. Guiding the Social Studies Reading of High School Students, pp. 29-52. National Council for the Social Studies, Bulletin 34. Washington, D.C.: National Education Association, 1963.
- Staiger, Ralph C. and Oliver Andressen (eds.). Reading A Human Right and A Human Problem, p. c. Proceedings of the Second World Congress on Reading. Newark: International Reading Association, 1969.
- Summers, Edward G. "Review of Recent Research in Content Subjects at the Junior High School Level," Improvement in Reading Through Classroom Practice, pp. 32-41. Proceedings of the Eighth Annual Convention on Reading. Newark: International Reading Association, 1964.
- The Teaching of Reading: A Second Report. Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago, 1937.
- Traxler, Arthur E. "What Does Research Suggest About Ways to Improve Reading Instruction?" Improving Reading in the Junior High School, pp. 5-15. Proceedings of Conference Held December 13-14, 1956, Bulletin 10. Washington, D.C." United States Printing Office, 1957.
- Vine, Harold A. Teaching Reading in the Secondary Schools. Syracuse: Syracuse University, 1967.

D. PERIODICALS

- Artley, A. Sterl. "General and Specific Factors in Reading Comprehension," Journal of Experimental Education, 16:181-186, March, 1948.
- Chase, Linwood and Gilmer M. Wilson. "Preference Studies in Elementary School Studies," Journal of Education, 140:26-27, April, 1958.
- Danskin, D. G. and C. W. Burnett. "Study Techniques of Those Superior Students," Personnel and Guidance Journal, 31:181-186, December, 1952.
- Fay, Leo C. "The Relationship Between Specific Reading Skills and Selected Areas of Sixth-Grade Achievement," Journal of Educational Research, 43:453-465, February, 1950.
- Howell, Wallace J. "Work-Study Skills of Children in Grades IV-VIII," The Elementary School Journal, 50:384-389, March, 1950.
- Husbands, K. L. and J. Harlan Shores. "Measurement of Reading for Problem-Solving: A Critical Review of the Literature," Journal of Educational Research, 43:453-465, February, 1950.
- Laycock, S. R. and D. H. Russell. "An Analysis of Thirty-Eight How to Study Manuals," The School Review, 49:370-379, May, 1941.
- Leggitt, Dorothy. "Measuring Progress in Working Skills in Ninth Grade Civics," School Review, 42:676-687, November, 1934.
- Novall, Mabel S. and Geraldine C. Ceravolo. "Selected Studies in Spelling, Learning, and Reading," Journal of Education, 146-15, April, 1964.
- Ritter, B. T. and W. T. Lofland. "The Relation Between Reading Ability Required in the Interpretation of Printed Matter Involving Reason," The Elementary School Journal, 25:546, March, 1924.
- Robinson, H. Alan. "Reading Skills Employed in Solving Social Studies Problems," The Reading Teacher, 18:263-268, January, 1965.

- Robinson, Francis P. "Study Skills for Superior Students in the Secondary School," The Reading Teacher, 15:33, September, 1961.
- Schiller, Sister Mary Philomene. "The Effects of the Functional Use of Certain Skills in Seventh-Grade Social Studies," The Journal of Educational Research, 57:201, December, 1963.
- Smith, Nila B. "Patterns of Writing in Different Subject Areas," Journal of Reading, 8:97-100, November, 1964.
- Strang, Ruth. "Developing Reading Skills in the Content Areas," The High School Journal, 49:301, April, 1966.
- Townsend, Agatha. "Reading in the Junior Grades," The Reading Teacher, 15:369, March, 1961.
- _____. "What Research Says to the Reading Teacher," The Reading Teacher, 16:189-194, 201, December, 1962.
- Walberg, Herbert J. "Reading and Study Habits of High School Physics Students," The Journal of Reading, 11:386, February, 1968.
- Yoakum, Gerald A. "Essential Relationships Between Reading and the Subject Fields or Areas in the Curriculum," Journal of Educational Research, 38:468, February, 1945.
- Young, William E. "Recent Research on Reading in the Social Studies," Education, 62:18-26, September, 1944.
- Zepp, George Daniel. "The Improvement of Reading and Reading-Study Skills in Grades Seven and Eight Through English, History, Geography, and Science," Dissertation Abstracts, 26:218, July, 1965.

VITA

Lilyan Lerlind Hanchey was born in Mittie, Louisiana, a rural community in Allen Parish, June 11, 1932. She attended elementary school in Kinder, Louisiana, and was graduated from the Kinder High School in 1950. In June of that same year she entered Louisiana State University and remained until August of 1952. She attended Louisiana Polytechnic Institute, Ruston, Louisiana, from September of 1952, to June of 1953, at which time she received the Bachelor of Arts degree from that institution. In 1961 the Master of Education degree was conferred upon her by Louisiana State University.

Her teaching career began in September of 1953 as a sixth grade teacher in the Caddo Heights Elementary School in Shreveport, Louisiana. She has continued in the Caddo Parish Schools, serving as a teacher in the elementary rapid learner program, reading specialist, reading coordinator, and reading supervisor, the position she now holds.


EXAMINATION AND THESIS REPORT

Candidate: Lilyan Lerlind Hanchey

Major Field: Education


Title of Thesis: A Comparison of Two Strategies of Instruction in Teaching Seventh Grade Social Studies and Related Study Skills

Approved:


Major Professor and Chairman



Dean of the Graduate School

EXAMINING COMMITTEE:











Date of Examination:

December 10, 1970